

Curriculum Development and Implementation: Age 3 (PreK) through Grade 3
ECED 2130.501
CRN 50599
UNM-Valencia
Spring 2021
January 19-May 16

Instructor: Teresa Goodhue, MA Education
Class Time: Online
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Office Hours: Monday through Thursday 2:00-4:00 and by appointment

Textbook Required

Kostelnik, Marjorie J., Anne K. Soderman, Alice P. Whirren, and Michelle L. Rupiper.
Developmentally Appropriate Curriculum: Best Practices in Early Childhood Education. 6th ed.
Boston: Pearson, 2015. Print.

Course Description

This basic course focuses on the learning environment and the implementation of curriculum in early childhood programs. Students will use their knowledge of content, developmentally appropriate practices, and language and culture to design and implement experiences and environments that promote optimal development and learning for children from age 3 through third grade including children with special needs. Various curriculum models and teaching and learning strategies will be included. Co-requisite: ECME 217L.

Course Competencies

This course is part of the articulated Universal Catalogue of Courses for Early Childhood Education in the State of New Mexico. The following objectives are taken from the New Mexico State Department of Education's Common Core Competencies for early childhood professionals (see Common Core Content manual). Upon completion of this course, students will be able to demonstrate the following competencies at the established level of proficiency:

- Use appropriate guidance to support the development of self-regulatory capacities in young children. A.11
- Demonstrate the integration of knowledge of how young children develop and learn with knowledge of the concepts, inquiry tools, and structure of content areas appropriate for different developmental levels. D.2
- Demonstrate knowledge of what is important in each content area, why it is of value, and how it links with early and later understandings within and across areas. D.3
- Demonstrate knowledge of the language, reading and writing components of emergent literacy at each developmental level. D.4
- Adapt content to meet the needs of each child, including the development of individualized family service plans (IFSP) or individualized education plans (IEP) for

children with diverse abilities through the team process with families and other team members. D.6

- Demonstrate knowledge of varying program models and learning environments that meet the individual needs of all young children, including those with diverse abilities. E.1
- Create environments that encourage active involvement, initiative, responsibility, and a growing sense of autonomy through the selection and use of materials and equipment that are suitable to individual learning, developmental levels, diverse abilities, and the language and cultures in New Mexico. E.2
- Create and manage inclusive learning environments that provide individual and cooperative opportunities for children to construct their own knowledge through various strategies that include decision--making, problem solving, and inquiry experiences. E.4
- Demonstrate understanding that each child's creative expression is unique and can be encouraged through diverse ways, including creative play. E.5
- Plan blocks of uninterrupted time for children to persist at self-chosen activities, both indoors and outdoors. E.6
- Demonstrate understanding of the influence of the physical setting, schedule, routines, and transitions on children and use these experiences to promote children's development and learning. E.7
- Demonstrate knowledge of developmentally appropriate uses of technology, including assistive technology. E.12
- Demonstrate knowledge of assessment techniques, interpretation of assessment information in the application of this data to curriculum development of intervention planning. F.9

Online Participation

Required Reading

Throughout the course, you will be provided with required reading assignments. The assignments are located in Weekly Assignments on the course menu. You are expected to complete all of the required reading assignments and to integrate what you have read into your course assignments as well as your online discussions. I recommend you begin reading on Sunday to post by Thursday.

Discussion Board Expectations

Participants are required to participate in and post to weekly discussions in Blackboard Learn. This will enable us to learn and interact with each other as a community of learners.

Discussion postings must be a complete thought and have at least three lines of text. There is no maximum number of words required, but please use good judgment. Do not overwhelm your colleagues with a dissertation, please! Use references to websites or readings to support your comments whenever possible. It is important that you get your initial discussion postings up in the early part of the week, so others have an opportunity to read them and share their thoughts and experiences. By interacting fluidly through the week, we will build on one another's ideas. Therefore, post your initial response to the discussion forum no later than Day

4 (Thursday) and reply to three classmates no later than Day 7 (Sunday 11:59 pm.) Discussion boards open on Sunday at midnight. Stagger your posts throughout the week (three separate days) to show your active participation in the discussion throughout the week. **Points will be deducted for waiting until Sunday to post your original thread. In other words, do not do all of your online work Sunday. If you have not posted your original thread by Thursday, I will contact you.**

Late Work and Exemptions

You can miss 2 discussion boards over the course of the semester. They will appear as exempt in your grades. You can also miss 3 discussion boards and recover the grades by writing an expanded post. Requirements: 1) 1 page typewritten and double-spaced, 12 pt. font, default margins. 2) Email as an attachment within 1 week of the original due date. See "Due Dates and Assignments" below.

Netiquette Policy

Your participation is expected to be collegial, academic, and constructive. Please recognize that each of us may have a different point of view. It is acceptable to debate a topic using facts and citations to support your stance or view point. Inquiry is highly encouraged.

Student/Instructor Communication

Please check your UNM email regularly. While I read your comments on the Discussion Board, I do not comment. Instead I write comments when grading. Email is the best way to communicate with me; I reply promptly and within 24 hours. You can email 2 ways: Directly from Blackboard Learn or from Lobomail. **If you email me, you must use Lobomail. All other emails go to my junk email.** I check my email at least once a day except for Sundays. I encourage you to email me with any questions you might have. If you need to speak with me please call my cell phone, 274-9203 during my office hours. I will hold a Zoom session each week. It is not required that you participate, but participation will help you with discussion board assignments.

Due Dates and Assignments

Students are expected to complete assignments on time. Late assignments will be accepted; however, 5 points will be deducted for every day that it is late. **No late postings on the Discussion Board are permitted.** See "*Late Work and Exemptions*" above.

Students with Disabilities and Special Learning Needs

Student Services provides a number of services for students with documented special needs. The Equal Access Office number is 925-8910. If you have a documented disability, Equal Access Services will provide me with a letter of modifications.

Academic Support

Student tutors are available for tutoring appointments at The Learning Resource Center. For more information phone 925-8907.

Grading

Discussion Board 30%

6 Lesson Plans 30%

- Aesthetic
- Physical Domain
- Affective
- Social Domain
- Cognitive Domain
- Language Domain

Final Paper: The Importance Of Play 40%

Total 100%

Percentages and Grade Equivalent

100-97 A+	89-87 B+	79-77	C+	69-66	D+	
96-93 A	86-83 B	76-73	C	65-62	D	
92-90 A-	82-80 B-	72-70	C-	61-59	D-	58-0 F

Dishonesty in Academic Matters

As stated in [UNM-Valencia Catalog](#):

Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, including dismissal, against any student who is found responsible for academic dishonesty. Any student who has been judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course.

Academic dishonesty includes , but is not limited to, dishonesty in quizzes, tests or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; and misrepresenting academic or professional qualifications within or outside the University.

ECED 2130
Course Outline
(DB) Discussion Boards.

Week One

1/19-1/24 (DB1a) Introductions: Tell us about yourself.
(DB1b) Refer to Chapter 2. Describe the Cycle of Learning in your own words.
How can a teacher assist the learner in the Cycle of Learning. **Due by midnight on Sunday 1/24.**

Week Two

1/24-1/31 (DB2) Refer to chapter 3 and chapter 4 pp.105-117. In what ways can you incorporate art into the emotional, math and science, language, physical, and social domains?
Due by midnight Sunday 1/31.

Week Three

1/31-2/7 (DB3) Refer to chapter 9. Describe a good activity to help students develop self-esteem. **Due by midnight Sunday 2/7.**

Week Four

2/7-2/14 (DB4) Refer to chapter 10. Describe a science or math activity using inquiry. How can a teacher encourage inquiry, i.e. help students to think critically? Refer to the steps in the inquiry process also known as the scientific method. p.341. **Due by midnight Sunday 2/14**

Week Five

2/14-2/21 (DB5) Refer to chapter 11. Use the goals on pp. 382-383 to create an activity in the following areas below. Include the students' age that is your target audience.

1. Describe a listening or viewing activity.
2. Describe a speaking activity.
3. Describe a writing activity
4. Describe a writing activity

Due by midnight Sunday 2/21

Week Six

2/24-2/28 (DB6) Refer to chapter 12. Name 3 skills or 3 key concepts that are important for young children to learn in each of the following areas of the physical domain below. Refer to pp.417-418.

1. Large motor
2. Small/fine motor
3. Health
4. Safety
5. Nutrition

Due by midnight 2/28.

Week Seven

2/28-3/7 (DB7) Refer to chapter 13. Name 3 skills or 3 key concepts that are important for young children to learn in each of the following areas of the physical domain below. Refer to pp.417-418.

1. Large motor
2. Small/fine motor
3. Health
4. Safety
5. Nutrition

Due by midnight 3/7.

Week Eight

3/7-3-14 (DB8) Refer to chapter 14. Come up with 3 activities that address the 3 goals in the social domain. Refer to pp.457-458 for the goals and pp. 462-466 for examples. **Due by midnight Sunday 3/14.**

March 15 through March 21: Spring Break

Week Nine

3/21-3/28 (DB9) Refer to chapter 4 pp. 117-127. Discuss 3 ways in which you could create a group time around the story, "The Little Red Hen." If you are unfamiliar or you need your memory refreshed, below is a link to a read aloud.

<https://www.youtube.com/watch?v=GLzna0Hrsco>

Due by midnight Sunday 3/28.

Week Ten

3/28-4/4 (DB10) Refer to chapter 5. What are the advantages and disadvantages of learning centers as an important part of the early childhood classroom? **Due by midnight Sunday 4/4.**

Week Eleven

4/4-4/11 (DB11) Refer to chapter 5: On the basis of your reading and your experiences with young children, discuss 3 beliefs you have about child guidance in the early years. How do your ideas compare with what you have read in this chapter? **Due by midnight on Sunday 4/11.**

Week Twelve

4/11-4/18 (DB12) Refer to chapter 7. If you were interviewing for an early childhood teaching position and a member of the interviewing team asked you what you know about authentic assessment and how you would implement it, how would you answer? **Due by midnight Sunday 4/18.**

Week Thirteen

4/18-4/25 (DB13) Refer to chapter 15. Describe what you might expect to see in:

1. A classroom in which guided play is a part of the curriculum
2. A setting in which the teacher simply lets children play if they want to and treats it as a time filler until dismissal

Due by midnight Sunday 4/25

Week Fourteen

4/25-5/2 (DB14) Refer to chapter 16. The children in your classroom are excited about the new apartment building under construction across the street from your center. What thematic ideas does this suggest? On the basis of what you learned in this chapter, how would you plan a thematic unit?

Due by midnight Sunday 5/2.

Week Fifteen

5/2-5/9 (DB15) Refer to the assigned video. Watch the following video then answer the following questions:

1. How does she introduce routines?
2. How does she reinforce her expectations for "good" behavior?
3. How does she engage/approach the children?
4. What would you do differently according to what you have learned this semester?

https://www.youtube.com/watch?v=Xf_8XaskJ7o&t=23s

Due midnight Sunday 5/16

Week Sixteen

5/9-5/16 Work on editing Lesson Plans and completing the final paper

Due 5/16

- **6 Lesson Plans**
- **Final Paper: The Importance of Play**